

The University of Trinidad and Toabgo

Educational Technology

TECH 1001

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Lesson Plan

Subject: Science

Lesson Title: States of Matter

Related Lessons: Science lessons in relation to solids and liquids

Class Level: Standard Two Class

Duration: 20 – 30 minutes

Contributors to the project: Shantel John, Gaynelle Charles, Avalon Cummings-Knutt and Anuradha Basdeo- Seepersad.

Courseware Functions used

- Drill and practice
- Instructional game
- Tutorial
- Problem solving

Objectives

In this lesson students would:

- Be able to learn what is matter
- Learn the states in which matter could exist
- Gain the ability to state some differences between the three states
- Understand that matter changes from one state to another
- Be able to restate facts about the states of matter

Comment [LR1]: Overall, a very good lesson plan and use of your webquest. Your webquest was well structured and put together. Your resources were well placed and were created in a way that engaged the student. Good Job! Continue the good work.

Task

1. Place a full bottle of soft drink and an inflated balloon on a desk at the front of the class.
2. Engage students in an open discussion about the three materials on the desk in front the class to determine their prior knowledge about the content of the lesson.
3. Allow students to watch videos to stimulate memory about the three states of matter.
4. Educate students about the states of matter and the important characteristics of the different states as portrayed in the videos.
5. Make comparisons and state the differences between the three states of matter.
6. Place learners in groups of four and allow them to create a book entitled States of Matter.
7. Engage students in an interactive evaluation with the aid of an online game.

Action

Before Class Preparation:

Locate or develop a Webquest at webquest.org with all the instructions for the assignment. Next, add weblinks for any additional resources that students can utilize for locating information as well as images of the three states of matter. In the webquest design, be sure to include game sources such as http://www.catie.org.uk/testing_time_index.html. Ensure that arrangements for computer labs and library computers if they are unavailable in the classroom environment being used for the current lesson. Be sure to upload all lesson content to webquest including games, images, videos and question. Ensure that instructions on the webquest page are composed so that students can fully embrace and follow instructions to the project that they must complete at the conclusion of the lesson.

Internet Resources

- Webquest.org
- <http://zunal.com/webquest.php?w=231662>
- http://www.catie.org.uk/testing_time_index.html
- <http://www.youtube.com/watch?v=Wpnfb1UFT28>
- http://www.youtube.com/watch?v=Nzs_Oc_dzps
- <http://www.youtube.com/watch?v=gez2rmeCpfE>
- <http://www.google.com/imghp>

Lesson Table

Table showing the lesson duration, instructional activities and materials and resources used

Duration	Instructional Activities	Materials and Resources used
10 minutes	<p>Introduce the assignment with the aid of the soft drink, inflated balloon and desk. Explain the aim of the lesson to the class.</p> <p>Walk students through the presentation by informing them about the three states of matter.</p> <p>Give students some allocated time to log into webquest.org.</p>	<ul style="list-style-type: none">○ Computer with Internet Access○ Projector and screen○ Inflated balloon○ Sealed soft drink bottle○ Empty student desk
10-15 minutes	<p>Instruct students to view videos placed on webquest.org.</p> <p>Give students time to read and follow instructions accurately.</p> <p>Next, allow learners to answer</p>	<ul style="list-style-type: none">○ Computer with Internet Access○ Materials needed to construct books (Bristol board, colour

	questions posted below the selected video of their choice and discuss with their fellow member how to construct and complete their book entitled States of Matter.	pencils, crayons, stickers, rulers, pencils, drawing books and magazines and books with images of the relevant states of matter)
5 minutes	Evaluation of this lesson is incorporated in the game that follows the rubric.	○ Computer with Internet Access

User Guide

Subject: Science

Name of project: The State of Matter

Description of project: This project helps the student of the standard one, Science class understand the the state of matter. It teaches the students the characteristics of the different states and helps them to identify the states of different objects they encounter on a daily basis thereby making the lesson practical.

Comment [LR2]: Very good!

Structure of the project: Video presentation, web quest and the creation of a book by the students are used in this lesson.

Comment [LR3]: Very good. I was impressed the way you stated this both in your lesson and in your webquest.

Structure of the project: The web quest and the video presentation are the main tools for this lesson. The use of these resources help all children with different learning abilities understand the lesson by appealing to the senses in colour, sound and graphics. The games used are practical and can be played by all the students and is fun and interactive. The creation of the book by the students reinforces the lesson that was taught and help the students explain the lesson to others in their own words. The presentation in the classs showing examples of the different states of matter helps the students to identify objects which are familiar to them.

Major features of the project and how to use and access them:

1. Read through lesson plan – The states and characteristics of matter and the objectives of this lesson.
2. Log into webquest.com. Locate the states of matter.
3. Download video and game which is located in the webquest.
4. Arrange the examples of the different states of matter.
5. Interact with the standard 1 class to assess their previous knowledge about states of matter.
6. Talk about the different examples of matter.
7. Play video which was previously downloaded for the class.
8. Allow the class to play the game to further concrete their understanding of matter.
9. Then assess knowledge of the states of matter by asking questions about the video and games.
10. Reward students who answer correctly within the first ten seconds.

Identification of any errors: If the teacher does not have access to the internet, computer/projector the lesson will not be taught effectively as planned. The teacher would then need to locate the back-up plan for the lesson.

Contributors to the project

Group Break down

Shantel John ID# 65313

- Constructed the Task on the lesson plan and on webquest.org
- Formulated the procedure of constructing the book entitled states of matter
- Did the write up in respect to time management, materials needed and instructional activities
- Contributed to the entire lesson plan

Gaynelle Charles ID# 63665

- Came up with the subject area of focus and the title.
- Did the write up for the before class preparation
- Constructed the lesson breakdown in respect to time management
- Contributed to the entire lesson plan

Avalon Cummings-Knutt ID# 65001

- Researched and upload all the video content on webquest.org
- Thought and came up with all the questions posted below the videos
- Did the research on the internet resources used in this lesson plan and on webquest.org
- Contributed to the entire lesson plan

Anuradha Basdeo-Seepersad ID# 63478

- Formulate the lesson objectives
- Researched and uploaded the game enlisted in the evaluation section of webquest

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- Researched what type of materials were needed for the lesson to take place
- Contributed to the entire lesson plan

RUBRIC for Project

The quality of your project will be judged based on the following 6 areas.

GROUP NAME: Shantel John ID# 65313; Gaynelle Charles ID# 63665; Avalon Cummings-Knutt ID# 65001;Anuradha Basdeo-Seepersad ID# 63478

LESSON PLAN RUBRIC: 30%

	8 -10	6-7	4-5	1-3
	Very Good	Good	Fair	Poor
Ease of Use, Integration and usefulness <ul style="list-style-type: none"> Does the lesson teach something that is relevant to students' needs? Is the purpose of the lesson clear? Is it very obvious how the lesson content can be applied to the lives of the audience? Are all references and links present and working? Are instructions clear and unambiguous? 	9			
Technical Soundness: <ul style="list-style-type: none"> Does the Technology used match the activity or task? Is the quality of the technology acceptable? Are the technological features used appropriately? Integration <ul style="list-style-type: none"> Is it clear how each piece of technology fits or links up with the others? E.g Why was an audio introduced? Why is the student asked to view a web piece? What is the purpose of the still pictures, what point(s) do they clarify? Is the transition from one technology to another clear and justified? 	9			
Pedagogy <ul style="list-style-type: none"> Is the audience known? 	9			

	8 -10	6-7	4-5	1-3
	Very Good	Good	Fair	Poor
<ul style="list-style-type: none"> Does the student know what s/he is expected to learn? Are the activities effective? Is there feedback and interaction? Does it hold the interest of the audience? Can the program achieve its intended purpose? Is there some form of assessment? 				
GROUP TOTAL MARK	27 Very good submission. Clear, concise and well structured.			

RUBRIC FOR GUIDE (This guide is worth 10% of your marks)**This guide should contain**

	MARKS TO BE AWARDED	GROUP MARK ATTAINED
Name and short description of the Project	1 Mark	1
Contributors to the Project and their roles	1 Mark	1
The explanation of the three (3) key technologies to be used within the lesson AND the reasons why the technologies were chosen for the particular topic and subject area.	4 Mark	3
Identification of the three (3) major Features of the Project and listed steps on how to use and access each of the stated technologies within the lesson plan	3 Mark	3
Identification of any special concerns and back up plans for the lesson.	1 Mark	1
TOTAL MARKS	10 Marks	9

FINAL GROUP MARK: 27 + 9 = 36